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ABSTRACT

In fall 1985 and spring 1986, new and continuing students at the Community College of Philadelphia (CCP) were surveyed regarding their educational and career goals. New students were surveyed during placement testing, while continuing students were surveyed as part of the advising process. The study showed that new students entering in the fall term were more likely to be degree and transfer oriented than students entering in the spring term. A larger percentage of the fall respondents than the spring respondents (30% vs. 19%) indicated that they were uncertain of their goals and needed assistance in developing an educational plan. For both fall and spring respondents, the top four enrollment goals were "prepare for a new job," "increase self-confidence," "courses for transfer," and "meet new people." Of the 1,868 continuing students who were surveyed in spring 1986, 54% planned to earn a degree, 55% planned to transfer to a four-year institution after leaving CCP, 22% planned to continue working at their current job after leaving CCP, 42% expected to clarify their goals while at CCP, and 43% knew exactly what to do to achieve their goals. Continuing students were most likely to report having made progress toward achieving goals related to preparation for transfer or employment. (EJV)

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ENTERING STUDENT GOALS, 1985-86 ACADEMIC YEAR

ENROLLMENT GOALS AND PROGRESS TOWARD GOAL ACCOMPLISHMENT

Community College of
Philadelphia
Institutional Research In-Brief
March 2, 1987

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INSTITUTIONAL RESEARCH IN BRIEF
Community College of Philadelphia

ENTERING STUDENT GOALS
1985-86 ACADEMIC YEAR

The following data are the result of the Fall 1985 and Spring 1986 surveys of new CCP students with respect to their educational goals and post-CCP career and educational plans. The data were collected during placement testing for all new students. There were variances in Fall and Spring student responses in a number of areas reflecting the difference in the characteristics of new students who enter in the two terms. New students in the Spring are more likely to be older adults enrolling on a part time basis, while new Fall students are generally younger and more likely to enroll full-time.

Degree and Post-CCP Plans

- New students entering in the Fall semester tended to be more degree-oriented (56%) than their Spring counterparts (48%).

- New Fall students were also more transfer-oriented (52%) compared with the new Spring students (41%). The new Spring students showed more interest in working at their current jobs after leaving CCP (31% as compared with 16% of the Fall students).

- New Fall students were more likely than Spring students to indicate a need for immediate assistance to clarify goals and develop an educational plan. Spring students were more likely than Fall students to fall into the second category of goal certainty where they indicated a sense of the general goals they wanted to pursue with the assumption that these goals would become more clarified while attending CCP.

	New FL 85 Students	New SP 86 Students
Degree Plans		
Plan to earn a degree	56%	48%
This is last semester will be enrolled	12	7
Post-CCP Plans		
Not definite	13%	19%
Transfer	52	41
Work at current job	16	31
Work at new job related to CCP studies	38	33
Goal Certainty		
Uncertain and need assistance to develop educational plan	30%	19%
Expect to clarify goals more while at CCP	44	51
Know exactly what to do	26	30

Educational Goals

- The goal that Fall and Spring new students most frequently expected to accomplish was to prepare for a new job. However, the new Spring students were more interested than the Fall students in improving their current job skills and preparing for a raise or promotion. This is consistent with the finding that a larger percent of new Spring students indicated that they expected to work at their current jobs after leaving CPP.

- The second most important goal for both Fall and Spring new students was increasing their self-confidence.

- New Fall students indicated a much stronger interest in strengthening their basic skills (44%) than their Spring counterparts (25%).

- Both Fall and Spring new students were interested in taking courses for transfer. This is consistent with the strong interest both groups indicated in transferring after CCP.

POSSIBLE ENROLLMENT GOALS AND THE PERCENT OF NEW STUDENTS INDICATING THEY WANTED TO ACCOMPLISH THIS GOAL

Enrollment Goal	New FL 85 Students	New SP 86 Students
Prepare for new job	53%	55%
Increase self-confidence	48	44
Courses for transfer	46	41
Meet new people	45	40
Discover job opportunities in which interested	44	44
Strengthen basic skills	44	25
Broader community/world understanding	37	38
Improve socio-economic status	37	30
Study new and different subjects	30	38
Reduce dependency on others	28	22
Improve current job skills	27	38
Raise or promotion	20	33
Get GED	5	2

Data in this report are available by program and/or demographic sub-populations. For more information contact Bette Irwin, Office of Finance and Planning, Ext 8030.

3/2/87

INSTITUTIONAL RESEARCH IN BRIEF
Community College of Philadelphia

ENROLLMENT GOALS AND PROGRESS TOWARD GOAL ACCOMPLISHMENT

A SNAPSHOT OF THE 1985-86 STUDENT BODY

The following data reflect the results of a survey of educational goals of new and continuing on-campus students at CCP. The survey forms were given to new students during the testing period prior to registration for the Fall 1985 term and to continuing students as a part of the advising process for the Spring 1986 term.

Both new and continuing students were asked to indicate their educational goals and post-CCP career and educational plans. Additionally, continuing students were asked to indicate the goals which they were achieving or had achieved while at CCP.

New and continuing student results were analyzed separately. The continuing student group was further divided into freshmen (students who earned less than 25 credit hours as of the Spring 1986 survey) and sophomores (students who earned 25 or more credit hours).

DEGREE PLANS

The majority of both new and continuing students were interested in earning a degree. However, sophomore continuing students were more degree-oriented (70%) than freshmen continuing students (48%). (Table 1)

POST-CCP PLANS

The majority of students in all categories were planning to transfer, with sophomore students being the most transfer-oriented. While continuing students were more likely to indicate

plans to continue to work at a current job than were new students, the opposite was true of students enrolling to prepare for a new job. This suggests the possibility that students enrolling at the College to enter a career may not be retained at the rate that other categories of students are. (Table 1)

GOAL CERTAINTY

The greatest goal uncertainty was expressed by new students (Table 1). Sophomore students expressed greater goal certainty than freshmen students. The significant drop in uncertainty between new and freshmen students suggests the College is making a significant contribution to goal clarification during the first term(s) of enrollment. However, it may also mean that students with unclear goals are more likely to withdraw. The relationship between enrollment goals and student retention is the subject of a forthcoming Institutional Research report.

TABLE 1

NEW AND CONTINUING STUDENT GOAL SURVEY RESULTS
FALL/SPRING 1985-86

	NEW FL 85 STUDENTS N=1579	CONTINUING SP 86 STUDENTS N=1868	CONT SP 86 FRESH N=1346	CONT SP 86 SOPH N=522
DEGREE PLANS				
- Plans to earn a degree *	56%	54%	48%	70%
- This is last semester will be enrolled*	12	12	10	17
- If seeking a degree, degree sought:				
Certificate *	--	8	11	3
Associate *	--	91	89	97
POST-CCP PLANS				
- Transfer *	52	55	53	62
- Work at new job	38	28	28	28
- Work at current job	16	22	22	22
- Not definite	13	12	13	12

TABLE I (cont)

	NEW FL 85 STUDENTS N=1579	CONTINUING SP 86 STUDENTS N=1868	CONT SP 86 FRESH N=1346	CONT SP 86 SOPH N=522
GOAL CERTAINTY				
- Uncertain and need assistance to develop educational plan	30	15	16	10
- Expect to clarify goals more while at CCP	44	42	43	38
- Know exactly what to do to achieve goals	26	43	40	52

* Significant differences between freshmen and sophomore responses.

ENROLLMENT GOALS

The data in Table 2 show the enrollment goals for new students who entered in the Fall 1985 term and the current goals for continuing students who were enrolled in the Spring 1986 term. For continuing students, two questions were asked: Was the goal currently important to them, and had they achieved or made progress on the goal. The data on goal achievement were broken down by freshmen and sophomores to see the extent to which progress on goals had been made by sophomores relative to freshmen.

In general, continuing students were less likely to mention each of the enrollment goals than new students, suggesting that progress on goal achievement was being made by continuing students in most areas. It may also mean that continuing students were more focused in their enrollment goals than new students.

The goals that students were most likely to indicate progress on were in the area of preparation for transfer and employment. Goals related to personal skills and general education goals were cited less frequently as being areas where progress was being made.

For every goal, sophomores indicated greater levels of accomplishment relative to freshmen students. In addition to meeting transfer course goals, personal skills and general education tended to be the areas where the percentage of students reporting progress increased the most between the freshmen and sophomore groups.

TABLE 2

ENROLLMENT GOALS FALL AND SPRING, 1985-86
NEW AND CONTINUING STUDENTS

	EXPECTING TO ACCOMPLISH	CURRENTLY IMPORTANT	AM ACHIEVING OR HAVE ACHIEVED		
	NEW FL 85 STUDENTS N=1579	CONTINUING SP 86 STUDENTS N=1868	CONTINUING SP 86 STUDENTS FRESH N=1346	SOPH N=522	% DIFFERENCE IN GOALS ACHIEVED FRESH/SOPH
GOALS IN ENROLLING					
-Prepare for new job	53%	44%	25%	30%	20%
-Increase self-confidence	48	29	19	28	47
-Courses for transfer	46	42	24	42	75
-Meet new people	45	26	20	30	50
-Discover job opportunities	44	35	19	26	37
-Strengthen basic skills	44	21	17	22	29
-Broader community/ world understanding	37	25	19	28	47
-Improve Socio-economic status	37	28	14	22	57
-Study new and different subjects	30	26	20	25	25
-Reduce dependency on others	28	21	14	20	43
-Improve current job skills	27	29	21	31	48
-Raise or promotion	20	25	15	20	33
-Get GED	5	1	5	5	0

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